



Assessment of Learning Committee (ALC)

Monday, October 8, 2018

COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Kevin Degnan

Recorder: Isabelle Peña

Attendees:

ECC Academic Affairs – Linda Clowers

Behavioral & Social Sciences – Janet Young

Business – Evan Hess

Health Sciences and Athletics – Russell Serr

Humanities – Mora Mattern & Maria Barrio de Mendoza

Industry & Technology – Merriel Winfree & Bruce Tran

Mathematical Sciences – Catherine Schult-Roman

Natural Sciences – T. Jim Noyes

Library/LRU – Claudia Striepe

Institutional Research & Planning – Joshua Rosales

MINUTES

Call to Order: Meeting was called to order at 2:40 p.m.

I. Approval of Minutes

- A. Kevin D. moved to approve the minutes for the 9/10/2018 ALC meeting; motion was seconded by Russell S. Motion was carried.

II. Reports

A. **Spring 2018 Assessment Status Update** – *Russell Serr*

1. Status report is close to 100%. We are going to run the status report one more time this week for the next Council of Deans meeting and the next Academic Senate meeting. After this report is run, the red flags will be changed to reflect the Fall 2018 assessments that are due.

B. **Nuventive Update** – *Kevin Degnan & Isabelle Peña*

1. Kevin D., Isabelle P., and Carolyn Pineda and Diora Hong from Institutional Research and Planning (IRP), attended the Nuventive Users Group – California meeting on October 2, 2018 at Golden West College. The meeting was informative and gave California users the opportunity to share their successes and experiences with Nuventive's products and services. We were also able to share issues we are experiencing with the software and we learned about how Nuventive is responding to the specific needs of California customers.
2. Some of the things that were presented/discussed were product overviews and core applications:
- a. Nuventive Improve platform (core set of applications):
1. *Nuventive Improve* (formerly TracDat) – Core application where you enter your data and analysis as well as planning and allows reporting information on these. We are currently in version 5.6.623 and there is another update (v5.7) coming soon. The next release focuses on ease of usability. Next year, the next version will move from a plan-centric view (each plan maps to a standalone unit) to a unit-centric view (each unit can participate in multiple planning processes; SLOs/PLOs/PRPs will be listed under each unit/program); will come first to colleges that are hosted by Nuventive (like El Camino College) and those who have managed services. The new

interface will also be able to include Rich Text editing (i.e. bold, underline, italicize, add hyperlinks). Currently, by using the “Data Tools” in *Improve*, we can import data from *Canvas* for use in disaggregation of the assessment results. According to Nuventive, there is a “Wizard” that shows you step-by-step, how to import the data; however, we still need to look into this some more and find out how easy it really is to import and obtain this data from *Canvas*.

2. *Nuventive Impact* (formerly called Action Point) – Application allows you to display external data in context with your plans and link that to program review; this is an application that ECC purchased when TracDat was purchase, but we never used it because it wasn’t working properly when it first came out. Now that it is in its 4th update/release, Nuventive is saying that it works well now. We are going to look into this and see if this is an application that can be useful to us.
- b. Core application enhancements:
1. *Nuventive Improve Analytics* – New product released this year; provides interactive dashboards, reports, etc. from information collected in *Nuventive Improve and Nuventive Impact* and publishes them online for people to see what’s happening in their programs, e.g. assessments that haven’t been completed on time and status reports with information that is similar to what Isabelle P. prepares and are distributed to the divisions 4 to 6 times a semester. These reports, once set up and provided with a link, are always automatically updated every night, so the information is always current. This is an on-demand service and is an additional cost (subscription). The *Improve Analytics* reports can be serviced within SharePoint, it can be serviced on any kind of web page, or it can be e-mailed as a URL. Nuventive will do the work for us; our team is freed up to focus on ‘what’ we need the platform to do and Nuventive takes care of ‘how’. We believe this has the potential to make the job of Facilitators and Coordinators a lot easier. Linda C. will look into resources that can provide the budget to pay for this service. Cost will be approximately \$10,000/year at worse-case scenario and cost is based on a subscription basis. IRP representatives who attended the meeting also see the value in this application when it comes to the Program Review and Planning (PRP) portion of *Nuventive Improve*.
 2. *Nuventive Connect* – New product that is an ongoing cloud-based integration service that lets you connect directly to Canvas or any other LMS software and lets you pull student data from Canvas, pull over various student data that you need to use in your assessment process.
 3. Curriculum Management System – Nuventive has partnered with DIGARC (what El Camino College is going to start using for curriculum management to replace CurricUNET) to build out of the box integration between *Nuventive Improve* and DIGARC’s *Curriculog* software, keeping SLO outcomes in sync with *Curriculog*.

C. **Communication ILO (#2) Rubric** – *Russell Serr (Handout)*

1. Next year (2019), we are going to assess the Communication ILO again. Spring 2019 semester is when we collect the data and Fall 2019 semester is when we develop the report.
2. We assessed this ILO four years ago and although the results were pretty good, we started so late and the faculty got the rubric halfway through the semester that our sample size was relatively small. This time we are starting really early.
3. The rubric that was used in the 2015 assessment was distributed to the ALC members present. This rubric was developed by the ALC at that time. Our goal is to not reinvent the wheel and use the rubric that was developed in 2015.
4. We used the alignment grid to determine which courses aligned with this ILO and will use randomly-selected courses from this list to participate in the assessment.

5. In addition to the rubric, we are also going to use the SLO-to-PLO alignment/assessment results and try to fold them into the ILO. In the future, we would like to use this model (using SLO and PLO results) to assess the ILOs.
6. The biggest action we had when this was last assessed was to start early. This time we are prepared and should have a larger sample group.

D. Faculty Survey – Russell Serr (Handout)

1. This topic was briefly discussed at the last ALC meeting (9-10-2018). The last time we did a Faculty Survey on the involvement with the SLO/PLO assessment process was in Fall 2014 (correction from the last ALC meeting in which we stated that it was last done in Spring 2013).
2. This survey is for us to assess our assessment process. Doing a Faculty Survey every few years is good for accreditation; it shows that we are trying to find methods to improve our assessment processes.
3. The survey's purpose is for us to determine, from its results, how we can improve on our SLO assessment process.
4. We can use the same questions we used at the last survey and ALC members were asked to provide input on other questions we can include in the survey. Some suggestions for questions that we can include were brought up by the ALC members at the last meeting (Section III. G. 3. of the 9-10-2018 ALC meeting minutes).
5. One of the questions suggested for the survey was: "Are you aware of your alignments?" Discussion then followed regarding the updating of alignment grids. Since there have been quite a few SLO and PLO statement changes in the past few months, alignment grids should be updated and the alignments should be re-visited and re-entered in Nuventive (so far, the only updates have been the SLO/PLO statement changes in Nuventive Improve/TracDat); however, this is a very time-consuming task. So for now, we are going to leave the alignment grids until we figure out the best process to do this task on Nuventive so that it is not so labor-intensive. ALC members agreed that at the very least, the current alignment grids posted on the SLO website should be reviewed by each division/department and the Word documents updated so that Isabelle P. can convert the files to PDF and upload/update the website.
6. Russell S. suggested that one of the questions on the survey questions be: "Has your assessment led to resources and/or improvements in Teaching Strategies? Has the assessment been useful?"
7. Another suggestion for survey question is: "How are your SLO/PLO results linked to Program Review?" and "To what extent are you interacting and having discussions with Program Review and Planning faculty leads for?" A lot of faculty don't realize that SLO/PLO assessment results are going to inform their Program Review, which are then going to form the recommendations for their program, which are going to be asked about in Planning.
8. Coordinators will develop a new survey and will bring it to the next meeting for further discussion.

E. SLO/PLO Change Form – Russell Serr (Handout)

1. We need to have a process in place when faculty want to change SLO and PLO statements and have created these forms where changes made to the SLO and PLO statements have to go through the Facilitator, Dean/Associate Dean, and SLO Coordinators for review and approval. Once approved, it is forwarded to the SLO Admin (Isabelle P.) for input into Nuventive and inactivation of the SLOs/PLOs they are replacing. The forms have been revised again; since Compton is separating from ECC after June 2019, all references to Compton on the forms have been removed. Other suggestions were made to improve the form and Coordinators and Admin will take these suggestions into consideration.

2. Isabelle P. will upload the updated forms to the ALC/SLO Team Site for Facilitators and faculty to download and use.
3. Claudia S. asked if there is a similar form for making SAO statement changes. Currently there is not, but Isabelle P. stated that we can use the SLO model and modify it to reflect SAO information to create the form. Robin Dreizler and Student Services can provide some input as to what information is needed on the form. Once the SAO Statement Change Form is finalized, Robin Dreizler can direct those who are involved with SAO assessments to use this form if planning on making SAO statement changes.
4. Isabelle P. also stated that there have been a couple of instances where faculty have submitted the SLO Change form to submit new SLOS (i.e. for new courses). Currently, there is a SLO statement checklist in the Learning Outcomes and Assessment Handbook. Linda C., the Coordinators, and Isabelle P. will look into that checklist form and will formulate a New Course SLO form to be submitted for input into Nuventive Improve/TracDat. Once this form is approved and finalized, Isabelle P. will upload the form to the ALC/SLO Team Site for Facilitators and faculty to download and use.

III. Other Items

A. **Updating the Learning Outcomes and Assessment Handbook** – *Russell Serr & Linda Clowers*

1. The Learning Outcomes and Assessment Handbook was last updated in 2016. Since there have been some things that have changed in the assessment processes since then, Linda C. and the Coordinators felt that we should go over the current handbook to make sure all the current practices are included in the handbook. Once Linda C. and the Coordinators have made their first pass at the revisions, they will forward the draft of the revision to the ALC for review.

B. **Update on SLO Facilitator Model** – *Linda Clowers*

1. Linda C. and Coordinators had a meeting with Dr. Jean Shankweiler last week regarding budget for SLO Facilitators. Our current model for support for SLO Facilitators was in response to the college being placed on warning after an accreditation visit with regards to some assessment efforts which were insufficient at the time. Dr. Shankweiler reminded them that this was a stop-gap measure because we had to get things done right away so that we could get up to speed quickly to be where we needed to be with our SLOs and PLOs and in creating our ILOs, but this was not intended to be a permanent model. “Fund 14”, which provided the faculty stipend for Special Assignment for Facilitators, is going away when Compton separates in June 2019, and will not be continuing in the 2019-2010 academic year.
2. Now is a good time for us to re-visit how our SLO Facilitator model is set up. Currently, other committees like the Curriculum Committee, are not supported the same way in terms of having a Special Assignment for the work that’s being done by the faculty members. Starting the 2019-2020 academic year, the SLO Facilitator model will be more in line with other committees that are under the purview of the Academic Senate. This is the time for us to make the transition. Dr. Shankweiler will no longer be approving special assignments for SLO facilitators, effective 2019-2020 academic year.
3. We are looking into getting additional technical support and other resources available for supporting faculty efforts and the process and there may be Flex credits available as well.

IV. Next meeting – November 19, 2018

VI. Adjournment: Meeting was adjourned at 4:00 p.m.

<p>Fall 2018 ALC Meetings Mondays, 2:30 - 4:00 pm COMM 109</p> <p>September 10 October 8 November 19</p>	<p>Facilitator Training Sessions Tuesdays 1:00 - 2:00 pm SS 119</p> <p>September 11 October 9 November 13</p>	<p>TracDat "Working" Workshop: Entering SLO Assessments in Nuventive Library Basement West</p> <p>December 5 2:30 pm - 3:30 pm</p>	<p>Deadlines</p> <p>Spring 2018 SLO & PLO Assessments Final Due Date: October 10, 2018</p> <p><i>Effective Monday, Oct. 15th, all Red Flags in Nuventive Improve will reflect Fall 2018 Assessments</i></p>
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Attachments:

- Synoptic Communication Rubric – Assessment of ILO #2 – Spring 2015 (1 page)
- Faculty Survey on Information & Technology Literacy – Spring 2013 (3 pages)
- SLO Statement(s) Change Form (Rev. 3) Template (2 pages)
- PLO Statement(s) Change Form (Rev. 3) Template (2 pages)

Synoptic Communication Rubric

Assessment of ILO #2 – Spring 2015

Standard and goal: 75% of students assessed will achieve 70% or better (3 or higher in each area)

Communication Trait	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Organization <ul style="list-style-type: none"> • Thesis/purpose • Flow of ideas • Intro/body/conclusion • Artistic composition • Grammatical structure/linguistics 	Not executed; does not have clear structure or organization	Somewhat executed; some portions have clear structure and organization	Mostly executed; most portions have clear structure and organization	Majorly executed; majority of portions have clear structure and organization	Fully executed; all portions have clear structure and organization
Delivery <ul style="list-style-type: none"> • Verbal, Syntax • Non-verbal • Fosters reflection in audience • Technical skill • Phonology, correct pronunciation, non-manual signs 	Not executed; does not use appropriate syntax, technique, non-verbal cues, etc...	Somewhat executed; some use of appropriate syntax, technique, non-verbal cues, etc...	Mostly executed; mostly used appropriate syntax, technique, non-verbal cues, etc...	Majorly executed; majority use of appropriate syntax, technique, non-verbal cues, etc...	Fully executed; full use of appropriate syntax, technique, non-verbal cues, etc... throughout
Substantive Content <ul style="list-style-type: none"> • Adequate and appropriate data • Research/support/evidence • Accuracy of content • Artistic creativity/originality • Lexicon, vocabulary, fingerspelling 	Not executed; does not demonstrate sufficient research, sound data, or original thought	Somewhat executed; Some demonstration of sufficient research, sound data, or original thought	Mostly executed; mostly demonstrated sufficient research, sound data, or original thought	Majorly executed; majority demonstration of sufficient research, sound data, or original thought	Fully executed; full demonstration of sufficient research, sound data, or original thought throughout

FACULTY SURVEY ON INFORMATION & TECHNOLOGY LITERACY
Spring 2013

1. Employment Status at ECC or Compton Center:

Full-time

Part-time

2. Location where you teach MOST of your classes:

Compton Center

ECC Torrance campus

Both locations equally

Online (Distance Education)

3. What is your Academic Division?

Behavioral & Social Sciences

Business

Fine Arts

Health Sciences & Athletics

Humanities

Industry & Technology

Learning Resources

Mathematical Sciences

Natural Sciences

Other (including CEC Division, if different) _____

4. In one or more assignments, do you require your students to use one or more of these information literacy skills? (Check all that apply)

Use sources from different media (books/articles/websites)

Select authoritative and reliable information sources

Evaluate and analyze information

Cite information according to a specific style

Use Turnitin or similar plagiarism software

Use ECC/CEC databases (EbscoHost, ProQuest...)

OTHER _____

5. What methods do you use to teach information literacy skills? (Check all that apply)

Library orientation visit

I assume they have these skills or will go and ask at the library

In-class overview of concepts by self

YouTube videos on concepts

Refer students to library website

OTHER _____

6. Do you require your students to use technology? (Check all that apply)

On-line textbook

Online databases

Passwords to online homework/exercises

Microsoft Office to type papers or create powerpoints/spreadsheets, etc

Discipline specific technology/programs (calculators, Math, Reading, Diet analysis programs, etc)

OTHER _____

7. What methods do you use to ensure students have the equipment and skills to use the technologies? (Check all that apply)

I assume they have the basic skills

Hands-on lab/in class Smart Classroom sessions by self

Library orientation visit

Refer students to Publisher webpages

Refer student to library webpage

Refer students to DE webpages

OTHER _____

8. Based on your experiences, rate your level of agreement with the following, considering your students ON AVERAGE rather than all of your students.

(Check all that apply)

Completely Agree

Somewhat Agree

Somewhat Disagree

Completely Disagree

Not sure or no opinion

At the beginning of the semester, my students have sufficient information Literacy skills to complete assignments

Intentional plagiarism is a problem in my class

Unintentional plagiarism is a problem in my class

Selecting credible sources is a challenge for my students

I have sufficient time to teach information literacy skills to my students

I have sufficient time to assess my students' literacy skills

My students know the difference between a catalog and a database

My students know the difference between a popular and scholarly periodical

My students are comfortable with APA/MLA citation

It would be worthwhile to offer incentives (extra credit points) to my students to attend library brown bags to build their library skills

9. How useful do you think the following services might be? (Note: not all are currently offered)

Very Useful
Somewhat Useful
Not Useful
Not sure

“Embed” a librarian into the course for help to the class and individual students at certain points

Visiting the library for an overview of the catalog/databases/MLA relevant to a particular assignment/posting such a tutorial online for DE students

Intervention (Workshops) for students caught plagiarizing

Series of open workshops in person/via video tutorial for students to work through for extra credit

Linking your classes to Information Literacy/Writing Skills/computer classes in a Learning Community

Other Services _____

10. What is the likelihood you would use any of these services (check all that apply)

Very Likely
Somewhat Likely
Somewhat Unlikely
Very Unlikely
Not sure

Attend a few Information Literacy workshops yourself to update knowledge and pass it on to students

Work with an “embedded” librarian to craft assignments and refer students

Work with a librarian on an assignment rubric to assess information literacy

Have sections on Information literacy built into department meetings for faculty

Sign up for information literacy overviews session for your class

Provide incentives for students to attend other information literacy brown bags outside of class

Regularly use a cross-division blog/newsletter (or similar) on information literacy topics

Refer to, adapt and use resource/assignment ideas on Information Literacy posted by other faculty.

Other Services _____

11. If you have any additional comments or suggestions, please share them in the box below.

Thank you for your thoughts!

SLO STATEMENT(S) CHANGE FORM

<i>Date:</i>	[Click here and select date from the drop-down arrow]		
<i>Program:</i>	Click here to enter Program Name.		
<i>Contact Person:</i>	Click here to enter Contact Person.		
<i>Course No.:</i>	Click here to enter Course No.	<i>Course Name:</i>	Click here to enter Course Name.
<i>SLO No(s).:</i>	<i>Existing SLO Statement(s):</i>		
Click here to enter SLO number(s) being changed.	Click here to enter the current SLO No., Title, and description. <i>Put a space in between each SLO statement, if more than one is changing.</i>		
<i>SLO No/SLO Title:</i>	<i>REVISED SLO Statement(s):</i>	<i>REVISED SLO Assessment Timelines (Semester & Year)</i>	<i>REVISED SLO-to-PLO Alignment (if applicable):</i>
Click here to enter the SLO number(s) being changed and the NEW SLO Title (if applicable). <i>Put a space in between each SLO No. & Title, if more than one SLO statement is changing.</i>	Click here to enter NEW SLO Description. <i>Put a space in between each SLO Statement, if more than one SLO statement is changing.</i>	Click here to enter the NEW SLO Assessment Timelines for each SLO (if more than one SLO Statement has changed). <i>Enter at least 2 semesters for each SLO.</i>	<i>If SLO-to-PLO alignment has changed, Click here to enter the PLO number(s) that each new SLO statement aligns with.</i>
<i>NOTE regarding SLO-to-PLO Alignment:</i>			
If the Alignment(s) to PLO and ILO <i>HAS NOT</i> changed from the inactivated SLO statement(s), indicate by clicking the box to the right and leave the 4 th column above blank. <input type="checkbox"/> PLO Alignment has NOT changed.			
<i>Faculty Consulted:</i>	Click here to enter name(s) of faculty members consulted.		
<i>Facilitator Approval:</i>	Click here to Division Facilitator name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.
<i>Coordinator Approval:</i>	Click here to enter SLO/PLO Coordinator name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.
<i>Dean's Approval:</i>	Click here to enter Dean or Associate Dean's name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.

This Section For SLO Admin Use Only:		
Revised SLO Title and Statement entered in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	Date entered in TracDat:	Click here and select date from the drop-down arrow
Revised SLO Status marked "Active" in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	Revised Assessment Timelines entered in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	
Revised SLO Input Date entered in TracDat (Input Date is same as Dean's Approval of Revised SLO Statement): YES <input type="checkbox"/> NO <input type="checkbox"/>		
Revised SLO Statements & Alignments revised in Alignment Grid: Statements YES <input type="checkbox"/> NO <input type="checkbox"/> Alignments (If Applicable): YES <input type="checkbox"/> NO <input type="checkbox"/>		
Alignment Grid Revision Date:	Click here and select date from the drop-down arrow	
Old SLO Statement re-numbered with preceding "0":	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old SLO Status marked 'Inactive' in TracDat:	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old SLO Inactive Date entered in TracDat (Inactive Date is same as Dean's Approval of Revised SLO Statement):	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old SLO Statement moved to bottom of SLO list:	YES <input type="checkbox"/> NO <input type="checkbox"/>	

PLO STATEMENT(S) CHANGE FORM

<i>Date:</i>	[Click here and select date from the drop-down arrow]		
<i>Program:</i>	Click here to enter Program Name.		
<i>Contact Person:</i>	Click here to enter Contact Person.		
<i>PLO No(s):</i>	<i>Existing PLO Statement(s):</i>		
Click here to enter PLO number(s) being changed.	Click here to enter the current PLO No. Title, and Description <i>Put a space in-between each PLO statement, if more than one is changing.</i>		
<i>PLO No/PLO Title:</i>	<i>REVISED PLO Statement(s):</i>	<i>REVISED PLO Assessment Timelines (Semester & Year)</i>	<i>REVISED PLO-to-ILO and SLO-to-PLO Alignment: (if applicable):</i>
Click here to enter the PLO number(s) being changed and the NEW PLO Title (if applicable). Put a space in-between each PLO No. and Title, if more than one PLO statement is changing.	Click here to enter the NEW PLO Description. Put a space in-between each PLO statement, if more than one PLO is changing.	Click here to enter the NEW PLO Assessment Timelines for each PLO (if more than one PLO statement has changed). Enter at least 2 semesters for each PLO.	If PLO-to-ILO alignment has changed, click here to enter the ILO number(s) that the new PLO statement aligns with. If Course SLO-to-PLO alignment has changed, please submit an updated Alignment Grid for this program.
<i>NOTE regarding PLO-to-ILO Alignment:</i>			
If the Alignment(s) to PLO and ILO <i>HAS NOT</i> changed from the inactivated PLO statement(s), indicate by clicking the box to the right and leave the 4 th column above blank. <input type="checkbox"/> PLO Alignment has NOT changed.			
<i>Faculty Consulted:</i>	Click here to enter name(s) of faculty members consulted.		
<i>Facilitator Approval:</i>	Click here to Division Facilitator name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.
<i>Coordinator Approval:</i>	Click here to enter SLO/PLO Coordinator name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.
<i>Dean's Approval:</i>	Click here to enter Dean or Associate Dean's name.	<i>Approval Date:</i>	Click here and select date from the drop-down arrow.

This Section For SLO/PLO Admin Use Only:		
Revised PLO Title and Statement entered in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	Date entered in TracDat:	Click here and select date from the drop-down arrow
Revised PLO Status marked "Active" in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	Revised Assessment Timelines entered in TracDat: YES <input type="checkbox"/> NO <input type="checkbox"/>	
Revised PLO Input Date entered in TracDat (Input Date is same as Dean's Approval of Revised PLO Statement): YES <input type="checkbox"/> NO <input type="checkbox"/>		
Revised PLO Statements & Alignments revised in Alignment Grid: Statements YES <input type="checkbox"/> NO <input type="checkbox"/> Alignments (If Applicable): YES <input type="checkbox"/> NO <input type="checkbox"/>		
Alignment Grid Revision Date:	Click here and select date from the drop-down arrow	
Old PLO Statement re-numbered with preceding "0":	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old PLO Status marked 'Inactive' in TracDat:	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old PLO Inactive Date entered in TracDat (Inactive Date is same as Dean's Approval of Revised PLO Statement):	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Old PLO Statement moved to bottom of PLO list:	YES <input type="checkbox"/> NO <input type="checkbox"/>	